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## **Board of Education Meeting Minutes**

**Date: March 18, 2016**

**Time: 9:53 a.m.**

**Place: 1112 S. Wabash Avenue, Suite 200, Chicago, IL**

**APPROVED: May 20, 2016**

- IO 1.0 CALL TO ORDER by Member Tresa Dunbar-Garrett.
- 1.1 Roll Call
- 1.2 Board Members Present: Tresa Dunbar Garrett, Patrick Griffin, Candice Smith, David Green
- 1.3 Board Members Absent: Jennifer Vidis, Candice Jones, and Heather Dalmage
- 1.4 Others present: Superintendent Gloria Davis, Dr. Sophia Jones-Redmond, Maurice McAllister, Rita McGeoine from Achieve 3000, Sarah Myerscough-Mueller, Madeline Aden Research Manager Education Lab, Jiffy Lansing, Researcher Chapin Hall, and Phoebe Lin, Project Associate Education Lab - University of Chicago

- AI 2.0 CONSENT AGENDA
- 2.1 Approval of Agenda  
Member Dunbar Garrett requested to move the approval of the agenda. Member Smith motioned to approve the agenda and Member Green seconded.

Voice Vote:

Aye; Unanimous

Nay: None

Motion Carries

- 2.2 Approval of Minutes January 15, 2016  
Member Dunbar Garrett requested to move the approval of minutes for January 15, 2016. Member Smith motioned to approve the January 15, 2016 minutes and Member Green seconded.

Voice Vote:

Aye: Unanimous

Nay: None

Motion Carries.

- IO     3.0     SPECIAL PRESENTATION  
       3.1     University of Chicago Presentation on Blended Learning by Madeline Aden,  
                 Research Manager Education Lab, Jiffy Lansing, Researcher Chapin Hall, and  
                 Phoebe Lin, Project Associate Education Lab

Superintendent Davis mentioned that as we continue with Blended Learning throughout the School District, a qualitative and quantitative study of the initial implementation of blended learning, also known as the Online Educational Enhancement (OEE) project, was conducted by the University of Chicago team. The team visited all six of our schools in an effort to inform our staff on the findings from the study and the blended learning concept. They will present today what their findings were and our moving forward on their findings. Many of the schools have received the presentation to inform and have consistency in our teaching concept throughout the district using blending learning.

Ms. Aden opened up the presentation with an overview and purpose. She mentioned that this project was funded by the Milgrom Foundation. She mentioned that they have found that teachers and staff are working very hard but many are working in different directions given varying preferences, dynamics, and student needs across facilities. Superintendent Davis reiterated that the teachers and staff must have the same focus in order to implement the program at its best. So this means that education for each of our youth must be a strong teaching force.

Ms. Lansing shared that overall, teachers felt that it was their purpose to make an impact on the youth lives that will transcend and take them outside and hopefully keep them outside of the system. She mentioned some concepts that teachers talked about when asked what they thought the purpose of education in our schools was: Concrete and Immediate – to get credits and for teachers to help them catch up, credit recovery or graduation; Motivational and Transformational – to make them feel differently about themselves, to learn as much as they possibly can so they have at least some kind of change at just staying at school, and turning the switch in these kids on to education; Gateway to Future Pathways – it's going to open the door to go on and get some vocational training or junior college or the military. Fewer teachers talked about the last concept but see the multiplicity in each of these areas.

In addition, the Blended Learning Model was introduced and was created by the team based on input from the school staff. The plan is to have the model on posters and be able to see it as you walk in the school and the classrooms. The Blended Learning Model includes three key components: 1) The Student, who is an active learner; 2) Teacher, who is the instructional facilitator; and 3) Technology, which provides individualized content.

Ms. Lansing shared the qualitative findings from the study gathered from conducting focus groups with teachers and interviews with principals on blended learning. The overall attitude towards OEE was negative in the beginning because the instructional model was so different than it was previously. However, as teachers continued to use technology in their classrooms it became much easier, and teachers were able to creatively adapt to using technology and blended learning techniques on their own. The teachers had to use the program to understand it more. They were concerned about the lack of writing in the OEE courses and students with low-reading levels working on computers, so teachers had to teach and support students in new ways, at different levels of learning, and sometimes in different content areas. The University of Chicago team found that blended learning changed the fundamental dynamics of the classroom in many ways, but that teachers adapted and grew to appreciate using technology in the classroom.

Ms. Lin shared the quantitative findings on how OEE impacted the youth overall. From June 2012 to June 2013, the University of Chicago conducted a randomized controlled trial (RCT) in order to study the effect of OEE on student outcomes, such as credits earned, graduation, and school reenrollment. The purpose of randomization was to create similar groups of students in the OEE classroom and the status quo classroom so that the impact of the program could be studied through a comparison between the two groups. They found that during the one year period, OEE positively affected the number of credits students earned. Additional analysis on graduation and long-term outcomes are still being studied by the University of Chicago team and will be shared with the Department when available.

Since the initial implementation of OEE, blended learning has evolved in multiple ways. Teachers have learned how to implement blended learning more effectively over time, and the District has assisted with several initial challenges, such as purchasing books and teachers editions for courses. There are still several system-level and school-level changes that could be made to help improve the use of blended learning, and the team heard many of the continued challenges teachers and principals face during their school visits. Superintendent Davis and Assistant Superintendent Jones-Redmond are working to address these challenges and develop an even more cohesive blended learning system throughout the district.

The University of Chicago has worked hard in getting this program on board.

The board took a short break at 11:05 am and returned to session at 11:17 am.

#### IO 4.0 SUPERINTENDENT'S REPORT

##### 4.1 Kewanee School Closure

Superintendent Davis mentioned that we are moving forward with the Kewanee school closure. There have been ongoing meetings with staff and Community of Governments Forecasting and Accountability (COGFA).

The economic cost measure has been looked at to see if this works, with staffing and cost to keep open.

Director Jones announced in her letter that “IYC-Kewanee will be closing, though a difficult decision to make it was necessary for the State of Illinois. As we discussed in the past about the issues surrounding Kewanee and the fact that getting staff to the location because of the distance was a challenge. There will be ongoing meetings with staff and hearings with COGFA, March 30, 2016 to testify on the school closure”.

#### 4.2 Warrenville School CO-ED

Superintendent Davis mentioned that the numbers at Warrenville had gone down due to parole release and now they are up to 11 students. We have added 4 boys to the once all girl school. The goal is to get back up to 40 youth. She further mentioned that adding boys has made Warrenville CoEd. This is the same concept about 10 years ago prior to the school becoming an all-girl school. We are having the youth separated for the first 4 to 6 months, where the boys modular will be outside the main school building. There were certain criteria that each boy had to meet in order to be assigned to the school and selected by the Superintendent of the facility. One area was that the youth had to be at medium to low security risk and second, has a background in getting along with others.

#### 4.3 ROE Partnership

Superintendent Davis mentioned that we are currently seeking help and support with the Regional Office of Education (ROE) with Professional Development. This training would be where we have schools and a large volume of our youth. We are not entering into a written agreement but be able to utilize their training as it is offered.

#### 4.4 Lake Land Community College Partnership

Superintendent Davis mentioned that one of the primary goals of IDJJ in the area of education is to establish quality post-secondary programming. In an effort to accomplish these goals, the administration has begun discussions and meeting with Lake Land Community College President, Dr. Josh Bullock and his administrative team in order to develop a contractual partnership for post-secondary programs. Deputy Director Heidi Mueller, Dr. Sophia Jones-Redmond and myself on March 8, 2016 took a tour at Sheridan Correctional Facility in order to visit some of the vocational programs in action and talk to the staff. Our next tour will be at Little River Correctional Center in Canton, April 6, 2016. Lake Land Community College has asked to tour our school to talk with staff and access the vocational programming needs of IDJJ. The tours are scheduled at St. Charles and Harrisburg. The administration believes that these two school sites will be a good place to begin this post-secondary programming given the school size and needs of the students. As an additional next step a contractual agreement will be developed that will best meet the needs of both schools in terms of quality post-secondary programming.

We are looking at horticulture, food service, welding, and possibly construction as options for certifications and high employment positions outside of IDJJ.

We are looking to start this new program during the beginning of the new school year August and September 2016. The school again would provide the certification, all we have to provide are the youth.

- 4.5 December, January and February Principal/Monthly Data Reports  
The reports were presented with no discussion.

- 4.6 December, January and February Special Education Reports  
The reports were presented with no discussion but Dr. Jones-Redmond did mention that she is in collaboration with the Principals and School Psychologists to provide the Special Education Reports.

- DI 5.0 BOARD DISCUSSION ITEMS  
Nothing to discuss.

- AI 6.0 ADJOURNMENT

A motion to adjourn was made by Member Dunbar Garrett, seconded by Member Green. Motion carried, and the meeting adjourned at 12:15 p.m.

The next board of education meeting is on May 20, 2016